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Study Skills Model for Odin Elementary School

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STUDY SKILLS MODEL

FOR ODIN ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this field study was to develop a study skills model which may be implemented at Odin Elementary School in Odin, Illinois. The researcher is presently employed as principal at Odin Elementary School and has been in the position for twelve years. During the past year the researcher and the teachers have become acutely aware that students in grades six, seven, and eight at Odin Elementary School are lacking in the study skills needed for academic growth. For this reason, this study was deemed timely and relevant.

Although this field study was designed for Odin Elementary School, the researcher believes it may be readily modified and adapted to any school of similar size seeking to improve student study skills. The field study is divided into four chapters. Chapter one provides information concerning problems confronting teachers and educators as they attempt to improve teaching/learning methods in our nation's schools.

Chapter two provides specific information about the present status of student study skills at Odin Elementary School, further justifying the need for this study, and reviews current literature on study skills. As a matter of organization, the literature is divided into five sections: reading skills, listening skills, thinking skills, test-taking skills, and study management skills.

Chapter three presents the study skills model. This chapter gives a guide for identifying the student study skills needed for academic growth, assessing the perceptions of parents and teachers with regard to student study skills, and developing the objectives for the study skills program. The model then outlines the various steps in implementing the

study skills program in the classroom. These steps include background information, staff involvement, and method of presentation to students. The model also includes information on the evaluation of the effects of the study skills program and gives recommendations for implementation.

Chapter four includes the summary, conclusions, and recommendations to implement the model.

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CHAPTER I

Introduction

Overview of the Problem

Educators have become keenly aware that the essentials for effective living and learning in our modern society are in constant and rapid transition. Attitudes are changing and traditional values are being challenged. Familiar patterns and structures in life styles and in education are changing and in some cases even disappearing. New and rapidly innovating technologies are a part of everyday life; turbulent upheavals in the social, political, and economic arenas are evident wherever we look. Urbanization, industrialization, and modernization have presented situations and problems which the present and future generations must confront.

The demands that society has placed on the individual have become enormous. More and more, members of society are thrust into situations that must be handled with efficiency and effectiveness. To adjust to these situations and demands and to use these breakthroughs effectively, the individual must develop skills related to such a world.

As the future and technology unfold, there is an increasing need in almost all facets of society to develop the ability to handle information well. Adequate information handling skills are necessary keys to decision-making, problem solving, and living well in a fast moving society (Howes, 1976).

It is in light of this advanced technology and the vast influx of information that our educational system has become even more important than it has been in the past. Now, in addition to recognizing the importance of the basic elements of learning such as reading, writing,

and mathematics, educators must also help the student to make effective use of time in handling information and new knowledge. The educational system, more than ever before, has been declared accountable for quality education and, therefore must accept the responsibility for helping students develop those necessary skills that will help them to be better learners.

Statement of the Problem

While public education in the United States is generally committed to helping each student reach his/her highest academic potential, much of this pursuit has been teacher oriented in the sense that the emphasis is most often placed on improving teaching processes and methods. In essence, much of the thrust exerted toward improving education has been directed toward helping the teacher become a better teacher.

The aforementioned course of action has offered some success. However, this course of action has also offered frustration for teachers who are "formally" prepared to teach but find that many of their students are not equally prepared to learn and are not learning effectively as a result of their teaching. With this thought in mind, it becomes apparent that we, as educators, must direct our attention to the student as "learner" and not just direct our attention toward the teacher and improving teaching methods. Recommendations of the Educational Commission of the States (1983) support this belief.

The need to improve students' study skills has been cited in numerous educational studies or reports released during the past few years. A Nation At Risk (National Commission on Excellence, 1983) is an example of one of these reports. One recommendation included in this report regarding public education in the United States was to focus on improving

the study and learning skills of students. The report also recommended that educators pay close attention to the utilization of the students' instructional time. The two recommendations seem related in that if students can improve their study skills, they may also be able to use their instructional time at school and study time at home more effectively.

The National Association of Secondary School Principals has devoted considerable time and effort to developing a study skills program which can be purchased by local districts. The author of the NASSP study skills program, Marshak (1984) emphasizes that the teaching of student study skills in a systematic manner is a key element to improving student achievement. Marshak defines study skills as "learned abilities for acquiring knowledge and competence. They are skills for learning, tools for solving the learning problems that students encounter both in school and elsewhere in their lives."

Naisbitt (1982) pointed out that in this age of information, it is necessary for students to know how to think and to learn how to learn. Just to feed students a steady diet of facts and figures is no longer adequate. Students must be taught how to study and to take responsibility, at least in part, for their own learning.

In most schools, the teaching of study skills is not really planned. Effective study skills are essential in order for the student to be equipped with the tools for life-long learning and academic success. These skills should be introduced in the lower grades and should be reinforced and continued as long as the student is in school.

Anderson (1978) states that one need not go farther than the ACT or College Board scores to realize that there is a decline in student

achievement and one need not go farther than the classroom to see that, "Kids don't have the skills we do." In addition, Anderson points out that in the NBC white paper, "Same Pomp, Different Circumstances," the noticeable differences between the class of 1956 and the class of 1976 were the students' abilities to read, write and spell.

Anderson (1978) also states that at the 1977 and 1978 National Association of Independent Schools Annual Conference, the problems of study skills were discussed. The discussion did not center on students with learning disabilities, it centered around students who, in their early years, were successful academically, had consistent skill building training and good teachers. Nevertheless, these students had not achieved mastery of skills needed for success in the upper grades and high school. The students had reached a plateau in the sixth or seventh grade even though they had better than average intelligence. The reason for the lack of success was determined to be related to not reading outside of school, not assimilating or using proper study skills.

Stoner (1978) indicated, in a discussion of the problem, that it is a common assumption among educators that students know how to learn. While it is true that some students have better learning skills than others, most still need instruction in this area. Because they are lacking in proper skills does not mean they are to be classified as remedial. It simply means that they need to be taught certain skills that will help them master certain subjects. The difference between remedial and developmental instruction is very significant. For example, children who read one or two grade levels below their year in school are candidates for remediation; on the other hand, developmental instruction consists of reinforcing previously taught skills and help in learning

skills such as organization, reading, listening, thinking, test-taking, and others. Stoner (1978) also states, "Students need this kind of instruction to make the best use of resources they find in their various courses and textbooks."

Lovell (1984) concludes that if educators really believe what they say about wanting all students to succeed, or about life-long learning and the need to learn independently, "then adequate time must be spent on the process of learning how to learn--on developing study skills."

Based on the previously cited literature and research, it appears that numerous sources advocate a priority need to enhance students' study and learning skills. This conclusion supports the researcher's perception of what is occurring in grades six, seven, and eight at Odin Elementary School. While lack of mastery of study skills may not be unique to Odin Elementary School students, it is an acute problem and needs to be addressed in a systematic manner.

It is the purpose and goal of this field experience to develop a study skills model specifically designed to be implemented in grades six, seven, and eight at Odin Elementary School. It is hoped that this model can ultimately be used to enhance student study skills in any rural elementary school with a similar student population.

Limitations of the Study

Although this model should be readily adaptable to other school settings, the geographical area and school setting for which it is designed is predominately rural and small with regard to student population.

In addition, the study skills model is constructed specifically for implementation at grade levels six, seven, and eight. It should be noted

that with some modification, the model could be used for implementation in the lower as well as the upper grades.

Research shows that there are a number of study skills which can help to improve student achievement; however, the literature also points out that in order for a study skills program to be successful, those skills taught should be limited to a manageable number that would be beneficial across all subject areas. In an effort to comply with these findings, teachers at Odin Elementary School selected and limited those skills to be taught to the following: reading skills, listening skills, thinking skills, test-taking skills, and study management skills.

Definition of Terms

The following terms are defined in order to understand the study and its objectives:

1. Study skills - Student skills or abilities in reading, listening, thinking, test-taking, and study management
2. Study management - Study skills used in preparing for school work. These skills include knowing when, where, what, and how to study.
3. Scanning - Reading that is used to locate a specific piece of information
4. Skimming - Reading that is used to get a general overview of the material

CHAPTER II

Rationale and Review of Literature and Research

Rationale

The researcher presently holds the position of building principal of a small, rural elementary school in South Central Illinois. The student population consists primarily of middle class to lower middle class individuals who possess a variety of academic abilities and skills.

Although education has pursued a path aimed at developing and improving student academic achievement, with recent emphasis on school accountability, school report cards, and student achievement testing, the concern for improving academic achievement has become even more acute. It is the goal of this researcher to raise the level of academic achievement for students in grades six, seven, and eight attending Odin Elementary School. One means of improving student achievement, according to the report of the National Commission on Excellence (1983), is to improve the study and learning skills of students.

Observation by the researcher showed that staff members often spoke of their concern for the manner in which students used their class study time. The same concern was expressed with regard to homework and home study time. Teachers are aware that students are involved in after school and evening activities with greater frequency in the middle grades than in previous grades and, therefore, have less time available for educational pursuits. Observations also indicated that staff members perceive students to be lacking in the study skills needed to study and learn effectively at the middle school level.

Lovell (1984) points out that, due to the large number of study skills, districts might wish to cull their list of study skills to be

taught to a manageable number and concentrate on only a limited number that would have high transfer value across other subject areas.

Since research and observation had revealed a need to enhance student study skills, a survey was conducted among teachers at Odin Elementary School to determine which study skills were perceived as most important to the academic success of students. Teachers selected student study skills that they believed to be basic to the other skills and beneficial to students across all subject areas.

They were asked to rank the study skills in the order of most important to least important. The results of the survey are shown in Figure I.

Figure I

Teacher Study Skills Survey

1. Reading skills
2. Listening skills
3. Thinking skills
4. Test-taking skills
5. Study management skills
6. Vocabulary skills
7. Problem-solving skills
8. Spelling skills
9. Dictionary skills
10. Note-taking skills
11. Social skills

A Review of the Literature

The review of the literature has been divided into the study skills targeted for development, listening, thinking, test-taking, and study management.

Reading Skills

Probably no other area of learning has had more time or research devoted to it than reading. This skill is basic to learning. O'Hagan (1981) points out that reading is the most important tool for learning that one can acquire. Reading is a basic part of our personal and working lives. No matter where we are or what we do in life, reading is an integral part of our daily activities. Our success in work and in school is very much dependent upon our reading skills. One must strive to improve understanding of words, groups of words, or ideas in order to improve reading skills.

In order to improve reading skills, O'Hagan suggests six steps:

"1. Evaluate your reading habits.

2. Provide the right atmosphere.

3. Use your eyes efficiently.

4. Continue to broaden your vocabulary.

5. Adapt your speed so you can understand the material.

6. Practice on a regular basis."

Johnson (1986) shows in his research of reading skills that there is a widely accepted belief that one's reading ability is based on a number of underlying subskills. With regard to comprehension skills, it is believed that reasoning in reading and word knowledge account for much of the difference in reading scores. Word knowledge has been identified as a significant part of reading comprehension; in fact, it may well be the

most important component. While high ability readers encounter only one unknown word out of 100 when they are reading, low ability readers encounter one unknown word out of every ten words they read. While vocabulary instruction seems necessary for all students to improve reading skills, it appears to be extremely important for low ability readers.

Although there are a multitude of opinions about how to improve reading skills, Olson and Gillis (1983) advocate combining course content with reading study skills instruction. That is, instead of teaching a list of predetermined reading skills, the skills needed to succeed in a particular assignment are taught in reference to the assignment. "When reading skills are taught as a means to an end, that end being an understanding of the content of a curriculum, they are more likely to be learned than when they are taught for their own sake without regard for the control of curriculum or the material they will ultimately be applied to."

Strain (1984) indicates that reading skills include comprehension skills as well as interpretive skills. For example, reading at the literal level simply requires the student to recall ideas as stated information. On the other hand, when reading at the interpretive level the reader must also distinguish between what is explicitly stated and what may be implied. In order to do this, the reader is required to use internalized ideas of personal experiences. Attaining a critical level of comprehension requires the reader to use knowledge and understanding previously found at the literal and interpretive levels.

The Survey, Question, Read, Recite, and Review (SQ3R) theory of learning relates very closely to reading skills and can be helpful in

comprehension. Tadlock (1978) states that since we are exposed to much more information than our brains can process, we must have suitable means of mentally handling the vast source of knowledge we encounter. Each facet of the SQ3R theory is designed to facilitate the processing of new information so that the reader can deal with more of it and deal with it more effectively. The SQ3R theory involves five steps in the learning process. First, the reader must survey the material to be read. Secondly, the reader must look at the heading and convert it to a question. Thirdly, the reader must read the material with an eye toward answering the question posed in step two. Next, the reader should recite the answer out loud to himself in his own words. Finally, review the material read and refresh the memory by going over key information. The preceding steps are thinking and questoning skills that can also improve reading skills.

Another area of reading skills improvement which has been given much attention is speed reading. One of the positive effects of increasing the ability to read at a more rapid rate, as stated by Steiner (1978), is that in many cases the increased speed is an excellent motivator for students. However, several objections to its use are common and focus primarily on consideration of purpose, definition, and evaluation. There are positive effects of speed reading as it applies to certain materials. On the other hand, some educators express the concern that in teaching the use of speed reading, other necessary reading skills may be overlooked.

Although influences on successful reading skills are many and vary in complexity, Greaney (1986) states that one major influence is parents. Substantial differences exist in family lifestyles, parental practices,

and modes of parental interaction with children." Some aspects of the home and parental influences are more closely related to student study skills than others. Regarding the contribution of the home on the development of reading skills, it is recognized that verbal interaction with the child helps to develop speaking and cognitive skills that are important for learning reading skills. Also, parents who are interested in reading can help build confidence and interest for reading in their children. Parents can be a very positive force in the development of reading skills. It is the task of the parent, as well as the school, to make reading a positive experience.

Stewig (1979) points out that there is more and more evidence showing that success in one area of language arts is very closely related to success in other areas. For example, a student who is a good listener is usually a good reader. A good speaker is often a superior reader, and a student who reads a wide variety of literature will understand what a writer is trying to say more easily than one who reads little. There is much interlinking, and it is important to note that successful learning in the other language arts lays a needed foundation for proper reading skills.

Listening Skills

Bowers (1984) states that many educators feel that a student entering the middle grades knows the proper study skills for successful learning at that level. However, the skills needed are not naturally acquired, nor are they specifically taught in the lower grades or at home. At the middle school level, one of the most significant areas of study skills is that of listening.

One manner in which we might determine the importance of listening is to consider the amount of time people devote to it. Listening plays a very important role in one's life from birth through adulthood. It is the first language skill that develops in childhood, and it is the most basic of those skills.

People listen for a variety of reasons. The listening experience can be more meaningful and more pleasant if the listener has set definite goals and knows the kinds of listening to engage in - appreciative, discriminative, comprehensive, or therapeutic (Wolvin, 1979).

Although most educators are aware of the need for good listening skills, the question arises of, "What is listening?" Lundsteen (1979) defines listening as, "The process by which spoken word is converted to meaning in the mind."

Lundsteen further states that there are five components of listening. First, there is the background the listener brings into the listening encounter. This background consists of facts, ideas, rules, attitudes, values, and beliefs. The next component includes the material which the listener encounters and whether or not it is understood. Another component is the physiological activity (hearing, sensation, perception). Still another component centers around the listener's attention and concentration. The final component consists of the conscious, intellectual activity that is taking place within the listener at the time of listening.

It was also indicated by Adorable (1983) that listening skills are of prime importance to effective learning and that students who are good listeners are more likely to be high achievers in most subject areas. Good listeners are able to grasp concepts and information accurately and

listening can help students be better able to interpret what is being said as well as understanding the feelings and motives of the speaker.

It was also stated by Reid (1978) that the teacher can play a very important role in learning listening skills by being a model listener. It is extremely important that the teacher have good listening habits so that students can become aware of the desirability of proper standards of listening and strive to attain those listening goals in pursuit of higher academic achievement.

Thinking Skills

Chance (1986) indicates that thinking is possibly the hottest topic in education today. Two recent National Gallup Polls showed that teachers ranked thinking skills at the top of the list of educational goals. This concern probably has to do with our changing society. The rapidly increasing interest in teaching this skill seems to show a growing realization that the industrial age curriculum is no longer supplying the needs of information age student. Studies indicate that our schools are doing an adequate job of teaching basic facts and skills, but these facts and skills are required for employment in an industrial society. Schools are not teaching the higher level thinking skills that are needed and are basic to an information society.

The failure of students to learn higher level thinking skills is not a new observation. The need for higher level thinking skills has taken on new importance because of the signs that these skills are becoming more and more important to economic survival.

Tama (1986) states that there is a major move toward promoting thinking in the classroom. Teachers want to provide an arena for thinking about social concerns and academic issues. There are three

directions clearly in focus. The focus is either teaching of thinking, teaching for thinking, or teaching about thinking.

In a curriculum devoted to the teaching of thinking, educators view thinking as a process of developing a set number of thinking skills. Their reasoning is that if a student is exposed to a certain number of skills, he/she will develop better cognitive, reasoning and inquiry abilities.

In contrast to the preceding kind of thinking format, others want to implant thinking skills in the context of learning and the school curriculum. Here the skills are taught in isolation or made a part of the subject matter of an academic course.

The final direction, teaching about thinking, is a process whereby students are encouraged to be more aware of their own thinking processes as they study. They are instructed to analyse the things they know and what they need to know. Basically, under this direction, they monitor their own thinking.

Langer (1986) points out that different study activities involve students in very different thinking patterns which lead to various kinds of learning. As an example, when students complete short answer questions, they think about specific ideas. Another example occurs when they take notes. When they are engaged in this type of thinking, they focus on larger concepts and ideas which provide greater meaning. Thinking skills related to writing essays were also studied. The thinking pattern that prevailed in this study was for the student to take a broader view of the subject, focusing on larger issues, integrating information, and engaging in more complex thought.

Education Week (1984) states that even reading and writing are

dependent upon thinking. Thinking skills are basic to learning, and if these skills are not developed and put in the proper perspective, students could have serious problems with reading comprehension and with expressing themselves in an understandable manner. Thinking skills are polished and perfected when students converse with one another. They learn to infer what other people are saying and, because of their ability to think, they challenge others for reasons for their statements. They look for assumptions and as the questioning processes become internalized, they become critical thinkers.

Reeve (1985) also indicates that children put forth much greater effort to learn if they have a specific reason or purpose for learning. One hypothesis given for successful memorization in children was that the specific purpose they had to memorize something helped them to coordinate their thinking activities. A clear purpose seemed to bolster their ability to recall which in turn reduced the cognitive processing load and actually permitted a greater amount of cognitive activity to take place.

The concern now is that instruction in thinking skills should begin at the elementary level and become a part of education at all levels. In addition, instruction in this skill should be taught across all subject areas (Report of the Task Force on Thinking, 1986).

In summary, Chance (1986) points out that thinking skills instruction is not just a passing fad. Rather, it is a basic response to basic change in our society and educators are beginning to see the necessity of searching for new ways to include thinking skills in the curriculum.

Test-taking Skills

It has become quite obvious to educators across the country that

testing has carved itself a very comfortable niche in the educational spectrum and has become of much importance. Some educators feel that present day testing has reached a new high and can be compared with the testing of the 1920's, which gave birth to the testing movement in our country.

Research indicates a variety of definitions of test-taking skills or test-wiseness as some prefer to call these skills. One definition given by Crehan (1977) defines test-wiseness as, "A subject's capacity to utilize the characteristics and formats of the test and/or test taking situation to receive a high score." Another definition given by Crehan is, "The ability to manifest test-taking skills which utilize characteristics and formats of a test and/or test-taking situation in order to receive a score commensurate with the abilities being measured."

For the most part, test-taking strategies have focused on instruction in test-taking skills. These skills are generally not related to the student's knowledge of the subject matter. Test-wiseness more specifically relates to the cognitive skills needed for successful test-taking. Also noted is the importance of being familiar with the format of a standardized test. This type of knowledge is very definitely to the advantage of a student taking a standardized test (Ford, 1973).

Most studies show that test-taking skills can help improve test scores, and Crehan (1977) indicates that since test-wiseness cues are presented in standardized tests as well as teacher made tests, test-wiseness must be controlled. If not, students low in test-wiseness will be penalized on objective tests. Since it is probably not likely that test-wiseness cues can be taken out of all objective tests, it becomes obvious that educators must control for individual differences in

test-taking skills by teaching students needed test-taking skills. Special attention must be given to those students that are considered to be lacking in test-taking skills.

Not only are test-taking skills important with regard to standardized tests, but they are also important in relation to teacher-made tests. Schilling (1984) points out that teachers should help students prepare for tests and one of the first helpful steps is to know their teacher. It is important to know what kinds of test questions the teacher usually asks because knowing the types of questions the teacher asks can influence what and how one studies. Also advocated is the importance of taking time to read test directions carefully before getting down to the task of answering the questions.

Another helpful part of this skill includes placing a question mark or symbol in front of a question of which the answer is uncertain and coming back to it rather than spending too much time with it.

It is also important in test taking to look at all the choices before making a decision and then look for absolute words such as "all" or "none" with the understanding that there are very few absolutes in this world. In the same way, students should be aware that true/false questions must be all true before they are true.

In addition, to stess that all the time alloted for taking a test should be used for reconsidering answers would be a poor suggestion. The pace of classmates should be ignored by students. They should proceed with a test steadily. The teacher should stress that the student work at his/her own best speed. Also, the teacher can help with test taking by reviewing test taking skills immediately before the test.

Ford (1973) maintains that test-wiseness is a very important part of

an individual's test score and it appears that it should be a part of the instructional program. In order to address the problem, it becomes apparent that an attempt be made to identify students who are low in test-taking skills. In addition, once those students have been identified, they should be given instruction in the skills needed to compete with others who are already knowledgeable in the skills. The purpose of such learning would be to decrease some of the errors of testing which result from the influence of test-wiseness on test scores. Test-wiseness would also eliminate part of the handicap many students are under when taking tests. Once a test-wiseness program is established, frequent practice sessions and instruction on standardized or even teacher-made tests would enhance the student's ability to score well on group administered tests.

Study Management

Bowers (1984) states that one of the most significant study skills areas at the middle grades is time management. Even though these skills are possibly the most difficult to learn, they are very important skills. Time management and organizational skills provide students at this age with the structure which they need in order to manage their school work. The problem is that structure is usually the students' responsibility and at this age they need help in learning how to develop structure in learning. Students need to be made aware of their study habits both at school and at home. They also need to be aware of distractors that hinder them in being organized and in making appropriate use of time. The first step toward structuring learning can be the development and use of individual study plans and weekly time schedules by students. They need specific help to develop and use such plans and time schedules

including record-keeping and monitoring of their use of time.

Also, important to improving good study habits is developing a good mental attitude toward school and school work. Students should understand the learning methods that lead to success. Students should also be taught that developing the skill to analyze their learning failures can result in positive academic growth.

Mueller (1984) points out that many in public education are aware that good study habits are of primary importance in effective learning at almost all levels. In fact, research supports the idea that the better a student is organized, the better the academic performance will be.

One means of improving study skills with regard to time management and organization, as indicated by Kristine (1979), is to read the relevant text material before going to class. Also, as a method of review, a student should recopy class notes and study the material soon after class. One should not wait until the night before the exam to study. In addition, it is helpful for the student to work the problems out on his/her own before checking answers. Also helpful to the student is the practice of reviewing automatically and systematically every week. Finally, the student must be aware of the importance of asking questions when the material is not clearly understood.

Wrightsman, (1986) in a discussion concerning improving performance, states that a student should set aside certain study times and not wait until test time to review. Review time should be figured out far in advance. It is also important to set aside the right study time. For example, study time should be at a time when the mind is awake and alert, not at a time when one is tired. In addition, consideration should be given to how long one can study at a given time, and the schedule for

study should be written down; this helps to increase the commitment to the schedule.

Wrightsman, (1986) also pointed out that where a student studies is important to success. One important key is to find a place where one is not likely to be distracted. Normally, students cannot study effectively while the T.V. or stereo is playing. Depending on will power to overcome the distractions is not always best. It is much easier to plan to study away from distractors. Even in libraries it is wise to conceal one's self away from the flow of traffic by using a study carrel or secluded spot. It appears that to chose one or two places to study is best. These study places should be places used only for study so that they become strongly associated with studying. These places will also serve as cues for appropriate study behavior and help the student feel that the only purpose there is to study.

Finally most recent reports on elementary and secondary education indicate that the enhancement of study skills are of primary importance to improving student achievement. A summary of twelve national reports compiled by the Educational Commission of the States (1983) titled A Summary of Major Reports on Education shows that a high priority should be placed on the need to enhance student's study skills.

Review of Research

According to Mueller, (1984) there is a basic principle which is applicable to the study of study skills, "Learning is more effective when there is structure around which materials or ideas can be organized. Two dimensions of that structure are relevant:

1. The student's learning style
2. The depth, complexity, and organization of the task"

Davidson and Montgomery (1983) reviewed eighteen major educational studies conducted over the past several years for the purpose of comparing the recommendations of the studies. They found that at least seven of these studies advocated a priority need to improve students' study and learning skills.

In another study, Driskill (1976) investigated the effect of study skills on academic achievement of college freshmen with low grade point averages. Two groups were involved in the study. The experimental group received twelve lessons in study skills over a period of six weeks, while the remaining group received no special instruction. An analysis of the semester GPA indicated that the study skills instruction had a significant positive effect on the achievement of the students.

Troutman (1977) investigated a study skills course on grades and attitude of college freshmen. The experimental group received an eight hour course on study skills; the control group received no additional instruction. Academic achievement was measured at mid-semester. Findings showed that the experimental group had higher academic achievement than did the control group. Findings also indicated that the group having had the study skills course had a better attitude toward school than did the control group.

A study was conducted by La Marca (1981) to determine the effects of a study skills program on eighth grade students' reading comprehension. This study involved a total of sixty-four eighth grade students. One half of the students followed a study skills program while the other half were taught using content area reading materials. The results indicated that while the study skills program used by the experimental group did not significantly increase the comprehension scores, it was highly

effective in increasing their study skills.

In still another study, Lurie (1972) compared the effects of three approaches to the teaching of specific reading and study skills on failing Jr. High students. These students were taught by one of three methods: (1) traditional literature-oriented reading and study skills classes, (2) core curriculum with content area reading class, and (3) content area skills instruction in the reading class. An analysis of the groups showed that there was little significant difference; however, the group using the second method realized growth in work methods. It was recommended that study skills be taught in conjunction with the content in the subject areas.

In summary, while much of the research cited does not indicate that study skills have an overwhelmingly significant impact on student learning, it does show, in almost all cases, that those students who had instruction in study skills did achieve at a higher level than those who did not have instruction in study skills. Also, in a number of national reports recommending ways to improve student achievement, a high priority was placed on the need to enhance student study skills.

Uniqueness of the Study

While most of the research on student study skills is not limited to one age group or to a specific skill, it suggests that the lack of study skills might impede student learning.

This model is being designed for a small rural elementary school and deals only with students in grades six, seven, and eight. In addition, the researcher proposes to address only those study skills deemed by the teachers at Odin Elementary School to be basic and beneficial to the academic success of students across all subject areas.

Although this study skills model is designed with specific groups in mind, it should be readily adapted to any similar educational setting since the skills employed are, for the most part, skills basic to the learning process.

CHAPTER III

The Model

The focus of this field study is to develop a study skills model for grades six, seven, and eight at Odin Elementary School. This study skills model was developed from a review of the literature and research as well as from the observations of the principal and teachers at Odin Elementary School and from their perception of the study skill needs of their students. Also important to the development of this program was the review of study skills programs already implemented at other schools.

Basically, this model represents an attempt to put research findings, both from literature and from existing study skills programs, and theory into effect at Odin Elementary School. More effective and more efficient learning for the student is the expected outcome of implementing the study skills model. In addition, an expected outcome of the study skills model is improved student achievement for students in grades six, seven, and eight.

The format for presenting and explaining the study skills model will be to initially present the major components of the model and then explain them in detail. The major components of the model are presented in Figure II.

Figure II

Major Components of the

Study Skills Model for Odin Elementary School

1. Identification of study skills needed for academic success

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2. Assessment of perceptions of parents and teachers

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3. Development of study skills objectives

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4. Development of study skills seminar

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5. Evaluation of study skills program

Identification of Student Study Skills

The review of the literature and the research review indicate that there are numerous study skills which may be taught by the classroom teacher and which may be helpful in improving the academic achievement of students. Since the list of study skills is so vast, it has been pointed out in the literature that schools could make the teaching of study skills much more manageable if they concentrate on only a limited number of skills that have high transfer value across other subject areas.

Based on the review of the literature a list of study skills was compiled and put into the form of a survey (Appendix A). The survey was then distributed to the teachers. From the survey list teachers were asked to select those skills which they perceived to be basic and fundamental to all study skills and most beneficial to the academic success of students across all subject areas. The list of study skills that was compiled for the survey follows:

1. Vocabulary Skills
2. Test-taking Skills
3. Reading Skills
4. Social Skills
5. Problem Solving Skills
6. Listening Skills
7. Dictionary Skills
8. Spelling Skills
9. Note-taking Skills
10. Study Management Skills
11. Thinking Skills

Assessment of Perceptions of Student Study Skills

It is important that the study skills model provide awareness for parents and teachers of the study skills necessary for the academic success of students. One means of transmitting that awareness is surveying the perceptions of the aforementioned groups. The purpose of the surveys is two-fold. First, the survey is a means of self-assessment for those participating in the survey. Secondly, the survey is a means of determining the study skills of which the participants are aware. Based on a review of literature, the following questions have been developed for surveying the perceptions of parents.

Parent Survey Questions.

1. Does your child turn his/her homework in on time?
2. Does your child get missed assignments from teachers or friends?
3. Does your child keep a calendar or log sheet of all assigned work?
4. Does your child set aside time to review for tests?
5. Does your child study when fresh and rested?
6. Does your child plan enough study time?
7. Do you provide a quiet, well lighted place for your child to study?
8. Does your child sit upright at a desk or in a chair to study?
9. Does your child have all the materials needed--pencils, dictionary, paper, textbooks, notes--close by when he/she studies?
10. Does your child study <u>away</u> from the radio, stereo, and TV?

11. Does your child take short breaks every 20-30 minutes?

12. Does your child set goals for his/her study sessions?

Although the parent survey does not include the specific skills which the model will present for the student, awareness of these conditions is a means by which the parent can become actively involved in helping the student to develop study skills at home. The questions above are a part of the parent survey (Appendix B).

Teacher Survey Questions

Reading skills.

1. Do you encourage your students to look over the entire section before they read?
2. Do your students examine chapter review questions before they read the section?
3. Do your students examine chapter headings and diagrams before they read?
4. Do you encourage your students to make mental notes of main points?
5. Do you stress main ideas, important words and important phrases?
6. Do you encourage students to summarize important ideas in their own words?
7. Do you encourage students to jot down questions they might have or words which they do not understand?
8. Do you encourage students to use a glossary or dictionary as they read to check definitions of unfamiliar words?

Listening skills.

1. Do your students look at you when you are speaking?
2. Do your students seem to mentally answer questions as you speak to them?
3. Do your students ask questions when they do not understand the material?
4. Do you feel reasonably certain that your students know what they are expected to know?

Thinking skills.

1. Do you give students the opportunity to compare and contrast information and ideas?
2. Do you stress that students should analyze what is heard and read?
3. Do you encourage students to hypothesize, interpret, and evaluate in problem solving matters?
4. Do you give students the opportunity to discriminate between what is important and what is trivial?
5. Do you stress that students should be able to differentiate between what is assumed to be true and what is fact?
6. Do you stress that students should be able to collect and organize data?
7. Do you encourage student decision-making regarding attitudes, beliefs, and feelings based on what is best and what is important?

Study management skills.

1. Do you encourage students to organize their study both at home and at school?
2. Do you encourage a positive mental attitude toward school and school work?
3. Do you make students aware that good study habits are basic to academic success?
4. Do you point out to students the various study distractors such as T.V., stereo, and radio?
5. Do you encourage students to choose an appropriate place to study?

Although the teacher survey does not include all of the specific skills which the model will present for the student, awareness of these skills is one means by which the teacher can become actively involved in helping the student to develop study skills in the classroom. The questions above are a part of the teacher survey (Appendix C).

Development of Study Skills Objectives

Teachers and students should be aware of the expected outcomes of the study skills program. The primary goal, therefore, based on a review of the literature, should be the identification of the objectives. For the purpose of organization, the objectives will be listed under the headings of those study skills previously identified.

Reading Skills Objectives

After participating in the study skills seminar the student will;

1. know that much of the school work encountered involves reading because it is a fast means of getting facts and ideas,
2. know the importance of reading flexibility,

3. know that there are different types of reading,
4. know that scanning is used to locate a specific piece of information,
5. know that skimming is used to get a general overview of the material, and
6. realize the special emphasis needed when reading different content areas.

Listening Skills Objectives.

After participation in the study skills seminar the student will know that he/she should;

1. be attentive and look directly at the person speaking,
2. eliminate distractions when studying,
3. be prepared to listen and take notes,
4. think about what the speaker says,
5. listen for key words and phrases,
6. listen for repetition of important information,
7. listen to the speaker's voice for cues and emphasis, and
8. ask questions when clarification is needed.

Thinking Skills Objectives

After participation in the study skills seminar, the student will;

1. be able to compare and contrast ideas and information,
2. be able to analyze what is read or heard,
3. be able to hypothesize, interpret, and evaluate with regard to problem-solving,
4. be able to differentiate between what is assumed to be true and what is fact,
5. be able to collect and organize data,

6. be able to discriminate between what is important and what is trivial, and
7. be able to make decisions regarding attitudes, beliefs, and feelings based on what is best and what is important.

Test-taking Skills Objectives.

After participation in the study skills seminar, the student will know that;

1. cramming is not an effective study technique because trying to learn too much material in a short time is usually not successful,
2. when reviewing special attention must be given to verbal as well as written material,
3. the focus of study for objective tests is different from that of essay tests,
4. positive strategies for taking tests include being prepared, budgeting time, following directions and getting clarification when needed, and
5. logic and common sense are important parts of successful test-taking

Study Management Objectives.

After participation in the study skills seminar, the student will;

1. have acquired a more positive attitude toward school and school work,
2. be aware that good study habits are basic to academic success,
3. know how to avoid study distractors,
4. be better able to organize his/her study both at home and at school,

5. be better prepared for classwork, and

6. know how to choose an appropriate place to study.

Development of Study Skills Seminar

Background Information

The format for this study skills model is the seminar. This particular method for presenting the program is the outgrowth both of research and the examination of effective study skills programs already implemented in other schools. Those programs examined include Glenwood Junior High School, Chatham, Illinois; University High School, Normal, Illinois; Cessna Park High School, Cessna Park, Illinois; and, Centralia Elementary School, Centralia, Illinois. Also included in the research of study skills formats was the video film presentation, The Art of Learning, which was aired by WSIU-TV at Southern Illinois University, Carbondale, Illinois.

Staff In-Service

The conclusion drawn from the research and from the study skills programs examined indicates that one of the most important aspects of initiating a successful study skills program in any school is the in-servicing of all sixth, seventh, and eighth grade staff members who will be involved in the implementation. Since the program will take place during regular classtime, it is extremely important that the students' time be utilized in the most effective and efficient manner. It is also important that teachers are supportive of the program and view it in a positive way. In addition, the success of the implementation process is dependent upon the teachers' having a good understanding of the purpose of the program as well as the expectations of the students' learning experiences.

In developing a good in-service program for staff members, the instructional leader should involve the teachers in the program considerations regarding the method of teaching the skills to students, the content of the seminars, and the evaluation of the total learning experience. Teachers should also be made aware of the student groups that will be participating. In addition, staff members should be informed of the groundwork that has been completed prior to the in-service. Basic information should include the following:

I. The results of the survey of teachers administered to determine the study skills they perceived to be basic to other skills and beneficial to students across all subject areas

II. The results of the survey of parents administered to determine their involvement in assisting their children in academic endeavors at home

III. The results of the survey of teachers administered to determine their present involvement in teaching study skills

IV. The study skills objectives that have been developed

V. That based on teacher observations and perceptions the middle grades have been determined to be in need of study skills improvement

In addition to the basic information concerning the implementation of the study skills program that all teachers will be given, teachers in grades six, seven and eight will also be provided with a study skills program booklet containing the following information:

1. a summary of the review of literature and research on study skills

2. a set of objectives for each study skill that will be taught

3. a seminar time schedule showing the specific time for each skills topic session
4. a seminar topic session schedule showing the topic of each study skills session and date of the presentation
5. a schedule of in-service meetings regarding the study skills program and topics of discussion
6. a summary and instructions for student evaluation plans and procedures

An in-service meeting will be conducted each week by the Program Supervisor prior to the introduction of a specific skill. All sixth, seventh, and eighth grade teachers will be provided with information about the specific skills to be taught and the learning activities that will take place in the student seminars. Skills Topic Leaders will meet with the regular classroom teachers for each grade level and provide answers to questions they might have and make suggestions for regular classroom activities that would provide reinforcement for what is taught in the seminars.

Staff Involvement

The total staff should be made aware of the purpose of the study skills program and view it from a positive perspective. They should also be made aware that even though not all of them will be involved directly with the teaching of the skills, they will be an integral and important part since the follow-up and the reinforcement of the skills will be in the regular classroom.

The implementation and development of a successful study skills program is a huge undertaking; therefore, it is necessary that the task be divided into various levels of staff/study skills involvement.

I. Building principal(s)

A. secures permission from administration to pursue implementation of program

B. secures funds for purchase of materials and supplies

C. schedules substitute teachers (if needed)

D. develops timelines for the seminar

1. calendar dates 2. class times

E. schedules classrooms for seminars

F. administers surveys to parents and teachers

G. communicates with public and parents concerning the program

II. Program supervisor

A. meets with skills topics leaders

B. groups students

C. secures A-V equipment

D. administers pre-seminar and post-seminar evaluation

E. supervises literature and handout material production

III. Skills topics leaders

A. organizes information

1. compiles ideas of other staff members

2. gathers information on skills

B. secures or creates learning materials for seminar topics

C. conducts seminar sessions for students

D. assists with pre-seminar and post-seminar evaluation of students

E. assists in the evaluation of the total program

IV. Classroom teacher

A. attends in-service meetings

B. provides input for study skills program

C. substitutes for presenter's classes when available

D. participates in evaluation of the total program

Structure of the Seminar

The structure of the study skills seminar should be the outgrowth of research and review of literature, in-service meetings, and adminstrator/teacher input.

Seminar time schedule. The seminar will be presented to the students in grades six, seven, and eight beginning with the second week of the school year. There will be five study skills topics covered during a five week period of time. Students will meet in their study skills seminars one period each day on a rotating schedule beginning with period one. Since the seminars will be held during regular classtime, a rotating schedule will insure that the same classes will not be neglected on a continuous basis. The following seminar schedule will be implemented:

A. First week - Reading skills

1. first day - period one

2. second day - period two

3. third day - period three

4. fourth day - period four

5. fifth day - period five

B. Second week - Listening skills

1. first day - period six

2. second day - period seven

3. third day - period one

4. fourth day - period two

5. fifth day - period three

C. Third week - Thinking skills

1. first day - period four

2. second day - period five

3. third day - period six

4. fourth day - period seven

5. fifth day - period one

D. Fourth week - Test-taking skills

1. first day - period two

2. second day - period three

3. third day - period four

4. fourth day - period five

5. fifth day - period six

E. Fifth week - Study management skills

1. first day - period seven

2. second day - period one

3. third day - period two

4. fourth day - period three

5. fifth day - period four

Skills seminar content. The specific study skills topics and content are of vital importance to the success of the program and should be the outgrowth of the objectives previously developed and stated earlier in this chapter.

I. Reading skills content

A. first session topics

1. pre-test of skills to be learned
2. introduction to reading skills
3. statement of objectives

B. second session topics
1. the importance of reading and reading skills
2. types of reading
a. reading for content
b. reading for pleasure
3. application and skills practice

C. third session topics
1. reading flexibility
2. kinds of reading
a. skimming
b. scanning
3. application and skills practice

D. fourth session topics
1. reviewing assigned reading
2. reading different content areas
3. application and skills practice

E. fifth session topics
1. review of skills
2. reinforcement of learning
3. summary of course content

II. Listening skills content

A. first session topics
1. introduction to listening skills
2. statement of objectives

3. developing good listening habits

4. application and skills practice

B. second session topics

1. preparing to listen

2. eliminating distractions

3. application and skills practice

C. third session topics

1. being attentive to the speaker

2. thinking about what the speaker says

3. application and skills practice

D. fourth session topics

1. asking good questions

2. asking questions for clarification

3. taking notes

4. application and skills practice

E. fifth session topics

1. listening for key words, phrases, and repetition

2. listening to the speaker's voice for cues and emphasis

3. application and skills practice

4. summary of course content

III. Thinking skills content

A. first session topics

1. introduction to thinking skills

2. statement of objectives

3. analyzing what is read and heard

4. skills practice and application

B. second session topics

1. collecting and organizing data
2. comparing and contrasting ideas and information
3. skills practice and application

C. third session topics
1. differentiating between assumption and truth
2. discriminating between what is important and what is trivial
3. skills practice and application

D. fourth session topics
1. forming a hypothesis
2. interpreting what is heard or read
3. problem solving
4. skills practice and application

E. fifth session topics
1. decision making
2. integrating information
3. skills practice and application
4. summary of course content

IV. Test-taking skills content

A. first session topics
1. introduction to test-taking skills
2. statement of objectives
3. organizing material for test-taking
4. skills practice and application

B. second session topics
1. preparing for a test
2. reviewing verbal material

3. reviewing written material

4. skills practice and application

C. third session topics

1. negative aspects of test-taking

a. cramming for a test

b. improper use of time and materials

2. positive strategies for taking tests

a. budgeting time

b. following directions

3. skills practice and application

D. fourth session topics

1. reading and understanding different types of tests

2. logic and common sense in test-taking

3. skills practice and application

E. fifth session topics

1. different types of tests

2. skills practice and application

3. summary of course content

V. Study management skills content

A. first session topics

1. introduction to study management skills

2. statement of objectives

3. positive attitudes toward school and school work

4. skills practice and application

B. second session topics

1. organizing and budgeting time

2. developing good study habits

3. skills practice and application

C. third session topics

1. where and when to study

2. avoiding study distractors

3. skills practice and application

D. fourth session topics

1. organizing school work at home

2. organizing school work at school

3. skills practice and application

E. fifth session topics

1. selecting appropriate materials and supplies for study

2. summary of course content

3. post-test for five topic seminar

Evaluation of the Study Skills Program

Students' Learning of Study Skills

At the beginning of the first study skills seminar topic session, a pre-test should be administered to the students to determine the proficiency level in specific study skills areas. The test should consist of questions based on the objectives previously developed in each study skills area. After the study skills seminar has been completed by the students, a post-test should be given. This test should be the same as the pre-test which, again, should be based on study skills objectives. Following the post-test, all student pre-test and post-test data should be collected and analyzed. The method of analysis will be a t-test which can be used to measure the significance of the difference between the correlated means of the tests.

Teachers' Perceptions of Student Study Skills

Prior to the beginning of the study skills seminar, all teachers should be administered a questionnaire to determine their perceptions of student study skills (Appendix C). This questionnaire should also be based on the study skills objectives developed for the seminar. A post-test should not be administered to teachers immediately following the seminar. An appropriate time for evaluating the perceptions that teachers have of student study skills would be the end of the first grading period. This time frame would allow approximately three weeks before the post-tests were given and an opportunity for the student to apply the new knowledge to his/her classroom work. The teacher would then have a better perception of what the student had learned with regard to study skills. Again, the pre-test and post-test data should be collected and a t-test used to measure the significance of the difference between the correlated means.

Effects of the Program on Student Achievement

A standardized achievement testing program will be considered an appropriate measure of academic growth for students in grades six, seven, and eight at Odin Elementary School. The test will be administered in April of each year and academic growth compared from one year to the next. Academic growth will be measured on the basis of grade equivalency on the Stanford Achievement Test. The goal will be a minimum average improvement of one month in grade equivalency for each student participating in the study skills program as compared to the gain of the preceding year.

Follow-up and Monitoring of Reinforcement Activities

Following the completition of study skills seminar, all sixth, seventh, and eighth grade teachers should meet on a regular basis to discuss the progress of the students in the application of the new skills. During the meetings teachers will have the opportunity to discuss the strengths and weaknesses of the program and to make recommendations for improvement.

As a means of monitoring the study skills learning activities in the regular classroom, teachers will be instructed to make appropriate entries in lesson plan books as evidence of reinforcement and follow-up in the daily work. In addition, the principal will hold conferences with individual teachers to discuss study skills activities in the classroom, perceptions of student progress, and recommendations for improvements.

CHAPTER IV

Summary, Conclusion and Recommendations

Summary

Schools are an important facet in a modern society that is in rapid transition. Changes are taking place on every hand, and the demands placed on the school systems and individuals are ever-increasing. In order that students be ready to meet the challenges of tomorrow and the future, it is essential that schools equip them with the academic tools for success. For this reason, effective and efficient learning skills for the student are essential.

Educators constantly strive to improve means and methods of teaching. They must, however, also give equal attention to the importance of study skills if learners are to absorb even a portion of the vast amount of knowledge now thrust upon the world.

It is through a common commitment on the part of the administrators, teachers, and parents that students are able to develop the skills that will lead to better and more productive learning.

Conclusion

Based upon a review of the literature and research, the researcher concludes that while there are many approaches and many areas of education which offer ways of improving learning, one means that is often suggested in the literature is the improvement of student study skills. The researcher also believes that the implementation of this study skills model should result in improved academic achievement for students in grades six, seven, and eight at Odin Elementary School.

Recommendations

The researcher recommends that this study skills model be implemented at Odin Elementary School in grades six, seven, and eight. The principal should meet with the staff to discuss problems and improvements both during and after implementation of the study skills model. Teachers should inform the principal of the positive and negative aspects of the study skills program and make suggestions for improving or changing the various components of the model.

Implementation of the model should involve as many of the staff members as possible, and even though not all teachers will be directly involved in the study skills seminar, they should have a good understanding of the program and its objectives. The progress of student learning of the study skills should be monitored frequently, and as the skills selected in the model are learned, new skills can be introduced to the students.

Parents, teachers, and students should view the need for improved student study skills as an important and positive step toward the improvement of student academic achievement. Parent involvement should be a part of the model with emphasis on their providing support and encouragement at home.

Finally, in order for the study skills model to be effective, it should include follow-up reinforcement by all classroom teachers. The effectiveness of the study skills model will be determined by the improvement of student scores on a standardized achievement test.

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A P P E N D I X

Appendix A

ODIN ELEMENTARY SCHOOL

Study Skills Survey - Teachers' Perceptions

Below is a list of study skills which students possess in varying degrees. The study skills are listed in no particular order with regard to importance.

Since the proper use of time is essential to the efficiency and productivity of the classroom teacher, the number of study skills that can be taught effectively while still maintaining the proper academic level in the regular classroom is limited. Therefore, please number the study skills listed below in the order that you perceive is most important for the student with regard to academic success. Special consideration should be given to those study skills having high transfer value across other subject areas.

Number the skills from 1 to 11 with the numeral one indicating what is perceived to be the most important skill and the numeral eleven the least important. PLEASE RETURN TO THE CENTRAL OFFICE.

_____ VOCABULARY SKILLS

_____ TEST-TAKING SKILLS

_____ READING SKILLS

_____ SOCIAL SKILLS

_____ PROBLEM-SOLVING SKILLS

_____ LISTENING SKILLS

_____ DICTIONARY SKILLS

_____ SPELLING SKILLS

_____ NOTE-TAKING SKILLS

_____ STUDY MANAGEMENT SKILLS

_____ THINKING SKILLS

_____
teacher's name

Appendix B

ODIN ELEMENTARY SCHOOL

Study Skills Program - Parent Survey

This survey is being submitted to parents in an attempt to gain insight into the degree of parent encouragement and participation in the school work of the students. The results of this survey will be helpful in determining the study skills taught in the forthcoming study skills program.

Please X one of the blanks to the right of the question.

STUDY TIME	Not Very Often	Sometimes	Almost Always
1. Does your child study when fresh and rested?	_____	_____	_____
2. Do you provide a quiet, well lighted place for your child to study?	_____	_____	_____
3. Does your child sit upright at a desk or in a chair to study?	_____	_____	_____
4. Does your child have all the materials needed close by when he/she studies?	_____	_____	_____
5. Does your child study away from radio, stereo and TV?	_____	_____	_____
6. Does your child take short breaks every 20-30 minutes?	_____	_____	_____
7. Does your child set goals for his/her study sessions?	_____	_____	_____
8. Does your child turn homework in on time?	_____	_____	_____
9. Does your child set aside time to review for tests?	_____	_____	_____
10. Does your child get missed assignments from teachers or friends?	_____	_____	_____

PLEASE RETURN THIS COMPLETED SURVEY FORM TO ODIN ELEMENTARY SCHOOL. YOUR SIGNATURE IS NOT REQUIRED.

Appendix C

ODIN ELEMENTARY SCHOOL

Study Skills Program - Teacher Survey

This survey is being submitted to teachers in an attempt to gain insight into the degree to which classroom teachers are presently engaged in the teaching of study skills in the classroom. The results of the survey will be helpful in determining the specific study skills taught in the forthcoming study skills program.

Please X one of the blanks to the right of the question.

	Not Very Often	Sometimes	Almost Always
READING SKILLS			
1. Do you encourage your students to look over the entire section before they read?	_____	_____	_____
2. Do your students examine chapter review questions before they read the section?	_____	_____	_____
3. Do your students examine chapter headings and diagrams before they read?	_____	_____	_____
4. Do you encourage your students to make mental notes of main points?	_____	_____	_____
5. Do you stress main ideas, important words, and important phrases?	_____	_____	_____
6. Do you encourage students to summarize important ideas in their own words?	_____	_____	_____
7. Do you encourage students to jot down questions they might have or words which they do not understand?	_____	_____	_____
8. Do you encourage students to use a glossary or dictionary as they read to check definitions or unfamiliar words?	_____	_____	_____
LISTENING SKILLS			
1. Do your students look at you when you are speaking?	_____	_____	_____

LISTENING SKILLS (cont.)

2. Do your students seem to mentally answer questions as you speak to them? _____ _____ _____

3. Do your students ask questions when they do not understand the material? _____ _____ _____

4. Do you feel reasonably certain that your students know what they are expected to know? _____ _____ _____

THINKING SKILLS

1. Do you give students the opportunity to compare and contrast information and ideas? _____ _____ _____

2. Do you stress that students should analyze what is heard and read? _____ _____ _____

3. Do you encourage students to hypothesize, interpret, and evaluate in problem solving matters? _____ _____ _____

4. Do you give students the opportunity to discriminate between what is important and what is trivial? _____ _____ _____

5. Do you stress that students should be able to differentiate between what is assumed to be true and what is fact? _____ _____ _____

6. Do you stress that students should be able to collect and organize data? _____ _____ _____

7. Do you encourage student decision making regarding attitudes, beliefs, and feelings based on what is best and what is important? _____ _____ _____

TEST-TAKING SKILLS

1. Do you encourage your students to study a little each day instead of "cramming"? _____ _____ _____

2. Do you encourage your students to prepare a review sheet and organize

TEST-TAKING SKILLS (cont.)

information? _____ _____ _____

3. Do you stress the importance of getting a good night's sleep before a test? _____ _____ _____

4. Do you strive to make certain that your students understand the test questions? _____ _____ _____

5. Do you encourage your students to read the entire test before they begin and to budget their time? _____ _____ _____

6. Do you stress doing the "easy" questions first? _____ _____ _____

7. Do you stress reading true/false and multiple choice questions carefully to catch clue words? _____ _____ _____

8. Do you stress that students should allow time to proofread and check answers? _____ _____ _____

STUDY MANAGEMENT SKILLS

1. Do you encourage students to organize their study both at home and at school? _____ _____ _____

2. Do you encourage a positive mental attitude toward school and school work? _____ _____ _____

3. Do you make students aware that good study habits are basic to academic success? _____ _____ _____

4. Do you point out to students the various study distractors such as T.V., stereo, and radio? _____ _____ _____

5. Do you encourage students to choose an appropriate place to study? _____ _____ _____

PLEASE RETURN THIS COMPLETED SURVEY FORM TO THE CENTRAL OFFICE.

YOUR SIGNATURE IS NOT REQUIRED.